GUATEMALA MINISTRY OF EDUCATION
DIRECCIÓN GENERAL DE EDUCACIÓN BILINGÜE INTERCULTURAL (DIGEBI)
Project "Medición de Indicadores y Resultados (MEDIR)"

**The Status of Primary Education in El Quiché in Relation to Other Departments
served by DIGEBI and to Guatemala as a Whole**

By:

Ray Chesterfield, PhD.

and

Fernando E. Rubio F., M.A.

Guatemala, December 1998

Table of Contents

The Status of Primary Education in El Quiché in Relation to Other Departments served by DIGEBI and to Guatemala as a Whole

– Introduction

This document uses the national statistics generated by the Educational Management Information System (EMIS) of the Guatemalan Ministry of Education to present a description of the educational situation in the Department of El Quiché. The automation of the EMIS in the 1990s has created yearly databases that can be manipulated at the national, departmental, and municipal level. Thus, available databases from 1991 to 1997 were used in the analyses presented here. The document focuses on public schools and provides data on schools, teachers, and students in El Quiché. These data are examined in terms of those for other departments served by DIGEBI and for the country as a whole. Consistent trends over the seven-year period are also compared.

– Schools

In 1997, there were a total of 818 public schools in the Department of El Quiché. Of these schools, 783 were located in rural areas and 35 in urban areas. These schools represent 12% of the 6810 public schools in the departments served by DIGEBI, and 8.5% of the 9596 public schools in the country reported in the 1997 database. When rural schools alone are considered, El Quiché represents a slightly higher percentage (12.6%) of the 6186 rural schools in departments where DIGEBI is active and of the 8530 rural schools in the country (9.2%). The 330 DIGEBI schools in the Department make up 40% of all schools. Thus, this percentage is much higher than the overall ratio of DIGEBI schools across all departments served by DIGEBI. In these departments, DIGEBI schools make up 21.6% of all schools.

As shown in Table 1, El Quiché has had the third greatest increase in total number of schools of all departments in the country. Petén and Alta Verapaz, which have experienced increases in total number of schools of 69.1% and 68.7% respectively, rank first and second. In El Quiché public primary schools have grown from 590 in 1991 to the 818 reported previously. This is an increase of 38.6%. This compares to an average percentage increase of 25.6 in all DIGEBI departments and 25.4 for Guatemala in general. Growth in the number of rural schools has been somewhat higher than that of urban schools in El Quiché. The former have increased by 39.1% while the latter have grown by 29.6%. This pattern is similar to that for the country as a whole, where the number of rural schools has increased by 26.5% and urban schools by 16.8% (see Appendix A for school increases in all departments.).

El Quiché has 294 graded schools and 524 multi grade schools. The vast majority of these schools, defined by the Ministry of Education as schools having three or less teachers, are in rural areas. Only three schools defined as multi grade are located in urban settings. The percentage of multi grade schools in El Quiché (64%) is much higher than that for the country as a whole, where 48.6% of the schools are classified as multi grade. Similarly the percentage of multi grade schools in all departments served by DIGEBI is lower (53%) than that of El Quiché.

Table x: Increased Percentage of Schools by Department 1991-1997

Department/Increase 1991-1997	Urban	Rural	Total
Petén	68.7%	69.1%	69.1%
Alta Verapaz	25.8%	63.8%	61.3%
El Quiché	29.6%	39.1%	38.6%
Baja Verapaz	14.3%	38.7%	37.5%
Huehuetenango	21.4%	31.1%	30.5%
Izabal	16.0%	28.9%	27.9%
Chiquimula	11.5%	25.4%	24.5%
Totonicapán	16.7%	21.2%	21.0%
Guatemala	29.0%	17.7%	20.6%
Chimaltenango	27.6%	18.2%	19.2%
Retalhuleu	42.9%	15.6%	19.2%
Quezaltenango	7.8%	21.1%	18.5%
San Marcos	16.3%	16.5%	16.4%
Jalapa	16.7%	15.7%	15.7%
Suchitepéquez	12.2%	15.6%	14.8%
Zacapa	17.6%	14.2%	14.5%
Sacatepéquez	19.3%	9.5%	13.7%
Sololá	13.6%	13.4%	13.4%
Santa Rosa	23.8%	12.3%	13.1%
Escuintla	11.4%	10.1%	10.3%
Zona Metropolitana	6.6%	300%	8.5%
Jutiapa	11.5%	4.9%	5.3%
Country	16.8%	26.5%	25.4%

Three hundred and fifty-four rural schools offer sixth grade in El Quiché. This total is 45.2% of all rural schools. The percentage is the second lowest of all departments in the country, after Alta Verapaz where 39% of rural schools have sixth grade. This percentage is well below that of departments served by DIGEBI (64.3%) and rural schools of the country as a whole (61.5%). In urban areas, 91.4% of El Quiché schools offer sixth grade. This compares favorably with the national percentage of 89.2% and 89.3% in all departments served by DIGEBI.

El Quiché has 237 schools providing preschool education. Of these schools, 87% or 207 schools are in rural areas and 30 are found in urban areas. This is similar to the country as a whole, where 85% of Guatemala's 3283 preschools are in rural areas. Seventy-seven percent of the preschools in El Quiché are DIGEBI schools. In rural areas, 84.5% of all preschool education is delivered through DIGEBI. This percentage is somewhat higher than that for all departments where DIGEBI works, where 69.1% of all rural preschool education is delivered by DIGEBI. Sixty-two percent of preschool education in both rural and urban areas in these departments is provided through DIGEBI schools.

III   Teachers

In 1997, El Quiché had a total of 1942 teachers serving its public schools. Eighty-three percent of these teachers were working in rural schools, whereas 320 teachers worked in urban schools. Thus, a relatively higher percentage of teachers working in rural schools than in all departments served by DIGEBI (64.3%) and the country in general (65.5%). The rural nature of education in El Quiché is reflected in the number of average number of teachers per school. El Quiché has an average of 2.5 teachers per school, compared to 3.4 teachers per school for the country as a whole and 3.8 in all departments served by DIGEBI. Urban areas are similar to those of the country in general, as El Quiché has an average of 10 teachers per urban school and the Guatemala average is 10.2 teachers.

The EMIS does not routinely report data on teachers by gender or ethnicity. Thus, the teacher population could not be examined in terms of these variables.

In 1997, student-teacher ratios in El Quiché averaged 39 to 1 in urban areas and 33 to 1 in rural areas. This compares to national averages of 31 to 1 and 39 to 1 in urban and rural areas respectively. The relatively low student-teacher ratio for El Quiché in rural areas appears to be a function of the great number of students of school age who are not enrolled in school. When the student-teacher ratio for El Quiché is calculated in relation to the school age population, it increases to 60 to 1 for rural areas and 48 to 1 for urban areas. A similar, but less dramatic phenomenon is found for the country as a whole, where the ratio of teachers to the rural school-age population is 49 to 1. In urban areas, as a whole there is little difference between student-teacher ratios (31 to 1) and school-age population-teacher ratios (32 to 1). Departments served by DIGEBI have, on the average, a pattern similar to that of the country as a whole. Rural student-teacher ratios are 38 to 1 compared with rural school-age population-teacher ratios of 50 to 1. In urban areas the difference is less than one percentage point. In some departments, urban school-age population-teacher ratios are actually smaller than urban student-teacher ratios,

suggesting that definitions of urban areas in population statistics may not exactly match those used for defining urban schools.

IV Students

El Quiché had 70487 students enrolled in primary school in 1997. As shown in Table x, the student population of boys greatly exceeded that of girls. Boys made up 56.3% of the enrolled primary students and girls 43.7%. However, only about 66% of the male population within the range of 7-12 years of age were enrolled in school. Similarly, only 53% of the eligible girls were enrolled. Thus, access to schooling is relatively low, as 71% of all children of school age in Guatemala are enrolled in school. The trend of less girls enrolling in school is generalized throughout the country, as only 67% of girls are enrolled. In departments served by DIGEBI, 69% of eligible boys and 59% of school-age girls are enrolled.

Table X: Percentage of Enrolled and Eligible Students by Gender

Unit/ Students	BOYS				GIRLS			
	Enrolled		Eligible*		Enrolled		Eligible*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
El Quiché	39687	56.3%	59984	51%	30800	43.7%	57599	49%
DIGEBI	497852	54.7%	723446	51%	411660	45.3%	696583	49%
Country	700230	54.4%	913512	51%	586858	45.6%	879442	49%

In terms of completion at the third grade level there has been little overall change in the students of El Quiché. The percentage of male student completing third grade without repeating has fluctuated between 29.6% in 1993 and 31.7% in 1997. The percentage of girls completing third grade without repeating in a cohort of students has ranged between a high of 29.1% in 1993 to a low of 22.5% the following year. These percentages are similar but slightly lower than those for all DIGEBI schools.

When DIGEBI is examined in relation to a control group of schools from the same region that are not implementing the DIGEBI methodology, more positive trends are noted. As shown in Table xx, El Quiché children performed better than comparison group children of both sexes in the two cohorts for which data were available. They did less well, however, than all DIGEBI schools and also were below the completion rates for all of rural Guatemala. Children of DIGEBI, as a whole, performed better than the comparison group. It is important to note, however, that girls have lower completion rates than boys in all groups.

Table X: Sixth Grade Completion Rates for DIGEBI, DIGEBI in El Quiché and rural Guatemala

Departments	DIGEBI 1991-1996		Control 1991-1996		DIGEBI 1992-1997		Control 1992-1997	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
El Quiché	13.3%	10.7%	8.5%	8.0%	11.9%	10.0%	8.9%	7.8%
DIGEBI	20.2%	14.2%	15.6%	11.6%	20.6%	14.9%	15.2%	11.5%
Guatemala	21.7%	17.7%			20.6%	17.5%		

Percentage of Male Repeaters Returning the Following Year

Legend:
- Country
- DIGEBI Departments
- El Quiché
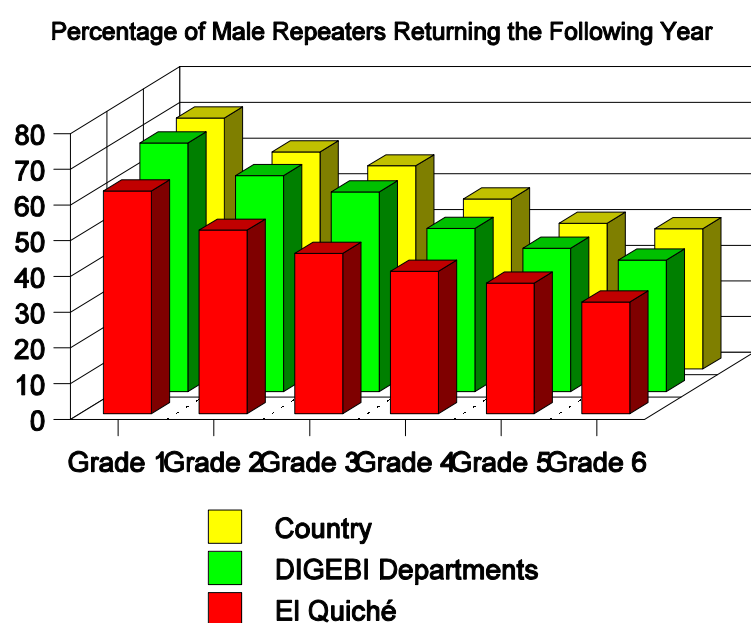
Although there is a slight upward trend in both third and sixth grade completion rates in El Quiché and in DIGEBI schools in general, these rates remain very low. Only about a third of children who enroll in first grade in a given year complete third grade three years later. At the sixth grade level, less than one in five DIGEBI children complete primary school in six years. For non-DIGEBI schools in the same geographical areas served by DIGEBI, the completion rates are even lower. In order to examine the school completion process, repetition and promotion rates were examined by grade for the 1997 school year. Discouragement at repeating a grade, which leads to drop-out appears to be a significant factor in children's school success, especially at the higher grades.

As can be seen by Figure x, less than 70% of boys who are not promoted to second grade return to school. In El Quiché the percentage is less than 60%. There is a consistent decrease, at each grade level, in the percentage of children who return to school when they have not been promoted. At the sixth grade, level only 40% of male repeaters in the country return to school and only about one of three repeaters in El Quiché return.

Percentage of Female Repeaters Returning the Following Year

Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

- ■ Country
- ■ DIGEBI Departments
- ■ El Quiché
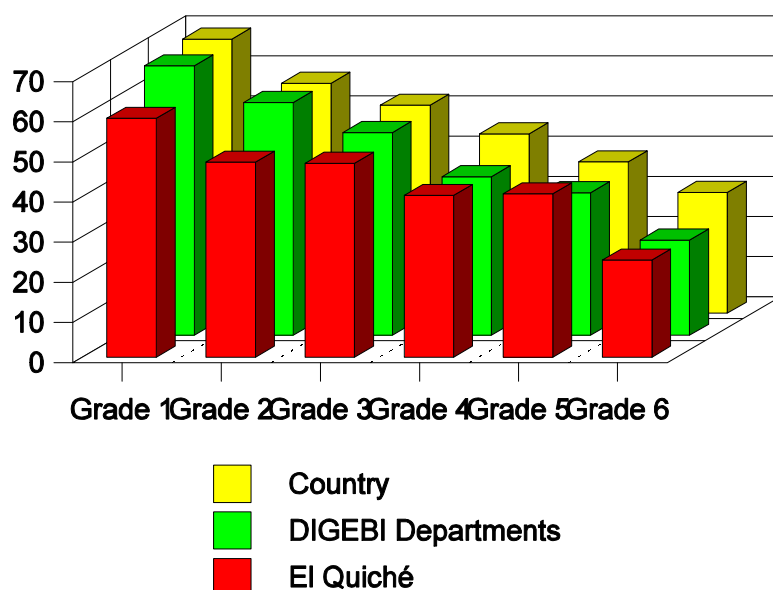
Female students follow a similar pattern, however, the percentage of those who dropout after not being promoted is even higher. As shown in Figure xx, relatively less girls return at each grade level. In addition, the percentage of female repeaters who do return is lower at every grade level than that of males.

The same phenomenon does not occur with promotion rates. Over 90% of the children who are promoted generally return the next year to continue their studies. In El Quiché, for example the percentage of promoted boys who returned to school was above 90% for all grade levels. Over 90% of promoted girls also returned in 1997, with one exception. Only 87% of the fourth grade girls who were promoted returned for their fifth grade schooling. (See Appendix xx for the return rates of all promoted and not-promoted children by department.)

III.   Conclusions

The public school system at the primary level in El Quiché is largely based in rural areas, where the vast majority of the population is indigenous. Thus, instructional delivery must be adapted to the needs of the population and the nature of the schools in the Department.

The large number of rural schools, combined with the small number of teachers per school in El Quiché argues for a focus in multi grade pedagogical and management approaches in that department. Such approaches need to incorporate bilingual methodologies to meet the needs of a student population that is over 95% indigenous.

Despite consistent increases in the number of schools in the department, El Quiché has a relatively large percentage of its primary school age population out of school. This situation is exacerbated by the high dropout rate among children of both sexes who are not promoted.

With less than 60% of the eligible students enrolled, there is a need to concentrate on increasing access in El Quiché. This is especially important among girls where only 50% of the eligible population in enrolled. Strategies to reduce repetition are also needed, as a

high proportion of students who are not promoted dropout, especially in the upper primary grades.

The high percentage of children who do not attend school mask the actual teacher needs in rural areas.

Student-teacher ratios should be measured in terms of the eligible population rather than the enrolled population in determining teaching manpower needs, especially in rural areas. In El Quiché, for example, the student teacher ration nearly doubles when the school-age population rather than the number of enrolled students to teachers is considered. Given the number of out-of-school children, teacher manpower will be an important issue as the Ministry attempts to reach its goal of full primary school enrollment for the year 2005.

Additional data on teachers should be collected by the EMIS to maximize the utility of the databases as an analytical tool.

Data such as the gender and ethnicity of teachers as well as years of service and qualifications could be collected with school and student data at little additional cost. These data would allow construction of school profiles and analysis of trends across schools with similar profiles as well as the comparison of those with different profiles.

Although there are slight positive trends in terms of student performance in El Quiché, completion rates are low.

El Quiché together with Alta Verapaz have the lowest completion rates among DIGEBI schools. However, attention to completion is necessary throughout DIGEBI schools and in rural education in Guatemala, as less than one child in five completes primary school six years after enrolling.

References

Instituto Nacional de Estadísticas ,INE (1994). X Censo de Población y V de
        Habitación. Guatemala: INE.
Ministerio de Educación: Bases de Datos de Primaria de Niños de 1991 a 1997.
Ministerio de Educación: Bases de Datos de Pre-primaria 1997.
Ministerio de Educación (1992). Anuario Estadístico de 1991. Guatemala: MINEDUC.
Ministerio de Educación (1993). Anuario Estadístico de 1992. Guatemala: MINEDUC.
Ministerio de Educación (1994). Anuario Estadístico de 1993. Guatemala: MINEDUC.
Ministerio de Educación (1995). Anuario Estadístico de 1994. Guatemala: MINEDUC.
Ministerio de Educación (1996). Anuario Estadístico de 1995. Guatemala: MINEDUC.
Ministerio de Educación (1997). Anuario Estadístico de 1996. Guatemala: MINEDUC.

Appendices
Appendix A: Definitions of the analyzed variables

Increment of Change in the Number of Schools: 1991 was taken as the bast year. For each year that followed, the increment of change was calculated in relation to the previous year to get an inter-year change. The change between 1991 and 1997 was also calculated.

Single Grade and Multi Grade Schools: A single grade school refers to one in which each grade is taught by one teacher. A multi grade school is one in which the teachers teach two or more grades. For the purposes of this study, the definition used by MINEDUC was adopted: a school with three or fewer teachers is considered multi grade, a school with four or more teachers is single grade. It is important to stress that it is more appropriate to speak of single grade and multi grade class rooms. One teacher teaching two or more grades makes up a multi grade class.

Pre-school Education: in Guatemala, pre-school education is provided primarily by the Escuelas para Párvulos y de las Escuelas de Pre-primaria Bilingüe. The first offer schooling in Spanish, the second utilize bilingual and bicultural methods of teaching, with one teacher teaching in the local Maya language and in Spanish.

Ratio of teacher to student: RTS (how many students per teacher) See appendix C.

School age population: Population of six to twelve-year-olds. This number is estimated by the National Statistic Institute.

Ratio of teachers to school-aged population, RTSAP. See Appendix C.

DIGEBI schools: A school is considered bilingual when there is at least one teacher licenced as bilingual and applying the program. Most of these schools offer bilingual and bicultural services in pre-school and first grade; some eight-hundred schools offer these services through fourth grade.

Departments Serviced by DIGEBI: these are the departments in which DIGEBI practices the bilingual and bicultural program. The departments are the following: Alta Verapaz, Baja Verapaz, Guatemala, Sacatepéquez, Chimaltenango, Sololá, El Quiché, Totonicapán, Quetzaltenango, San Marcos and Huehuetenango. There are also some bilingual schools without a DIGEBI technical person in the departments of Izabal, Chiquimula y Suchitepéquez

Completion of Third Grade: for the purposes of this study, third grade is considered completed in three years. To calculate this, the number of students enroled in first grade in a given year is taken, and then the number of students advancing to fourth grade three years later is taken. From this last group, the children repeating the grade is subtracted. Therefor, only the repetition in the last year is accounted for. It is assumed that the third grade repeaters stay at the same ratio as the non-repeaters.

The information collected by the Unidad de Informática does not allow us to actually know the behavior of the repeaters.

Completion of Sixth grade: Similar to the previous indicator, only over a period of six years.

Repeater: boy or girl who repeats a grade. A student can repeat a grade for two reasons: 1) s/he does not graduate to the next grade; or 2) s/he drops out of the grade before finishing it. The repetition is the percentage of the enrollees that repeat a grade. A distinction can be made between true repetition (made up of those who actually repeat the grade) and hoped-for repetition (the total number of students who should repeat.) The difference between the two is made up of students who drop out of the system completely. Appendix H presents this analysis for 1997.

Percentage of Indigenous Population: percentage of the population who defined themselves as indigenous in the 1994 Census. For the purposes of this study, the departments are grouped according to the percentage of indigenous population, in five departmental groups. This information is crossed with the net coverture of the departments. This analysis shows inequities by way of gender (masculine/feminine), of ethnicity (indigenous/non-indigenous), and location (urban/rural). See appendix E.

Percentage of Indigenous Population	Departments
Less than 20%	El Progreso, Escuintla, Guatemala, Jutiapa, Santa Rosa y Zacapa
From 20% to 39%	Chiquimula, Izabal, Jalapa, Petén, Retalhuleu
From 40% to 59%	Baja Verapaz, Sacatepéquez, San Marcos, Suchitepéquez,
From 60 to 79%	Chimaltenango, Huehuetenango Quetzaltenango
More than 79%	Alta Verapaz, Quiché, Sololá, Totonicapán

Appendix B: Inter-Annual Increase in Number of Public Primary Schools in Guatemala

Department	Area	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1991-1997
Metropolitan Zone	Urban	1.41%	1.85%	0.91%	1.35%	0.44%	0.44%	6.57%
	Rural		200.00%	0.00%	33.33%	0.00%	0.00%	300.00%
	Total	1.88%	2.76%	0.90%	1.78%	0.44%	0.43%	8.45%
Guatemala*	Urban	7.00%	2.80%	3.64%	2.63%	2.56%	7.50%	29.00%
	Rural	0.35%	2.08%	0.34%	3.04%	1.97%	9.00%	17.71%
	Total	2.06%	2.27%	1.23%	2.93%	2.13%	8.58%	20.62%
El Progreso	Urban	0.00%	0.00%	0.00%	0.00%	0.00%	8.33%	8.33%
	Rural	0.60%	-1.18%	1.20%	1.18%	3.51%	-1.69%	3.57%
	Total	0.56%	-1.10%	1.12%	1.10%	3.28%	-1.06%	3.89%
Sacatepéquez	Urban	3.23%	9.38%	0.00%	0.00%	5.71%	0.00%	19.35%
	Rural	4.76%	0.00%	0.00%	0.00%	0.00%	4.55%	9.52%
	Total	4.11%	3.95%	0.00%	0.00%	2.53%	2.47%	13.70%
Chimaltenango	Urban	6.90%	6.45%	6.06%	0.00%	0.00%	5.71%	27.59%
	Rural	4.76%	2.27%	4.44%	3.90%	0.34%	1.36%	18.25%
	Total	4.98%	2.71%	4.62%	3.47%	0.30%	1.82%	19.22%
Escuintla	Urban	0.00%	4.55%	6.52%	0.00%	0.00%	0.00%	11.36%
	Rural	2.76%	0.45%	1.79%	2.19%	0.43%	2.14%	10.14%
	Total	2.30%	1.12%	2.59%	1.81%	0.35%	1.77%	10.34%
Santa Rosa	Urban	0.00%	0.00%	4.76%	4.55%	4.35%	8.33%	23.81%
	Rural	0.68%	-0.34%	-1.70%	3.46%	4.35%	5.45%	12.29%
	Total	0.64%	-0.32%	-1.27%	3.54%	4.35%	5.65%	13.06%
Sololá	Urban	0.00%	3.85%	3.70%	0.00%	0.00%	3.57%	11.54%
	Rural	1.46%	0.00%	1.91%	0.47%	2.80%	6.36%	13.59%
	Total	1.29%	0.43%	2.12%	0.41%	2.48%	6.05%	13.36%
Totonicapán	Urban	8.33%	0.00%	0.00%	0.00%	7.69%	0.00%	16.67%
	Rural	2.07%	5.08%	2.42%	1.89%	3.24%	4.93%	21.24%
	Total	2.44%	4.76%	2.27%	1.78%	3.49%	4.64%	20.98%
Quezaltenango	Urban	0.00%	1.56%	1.54%	1.52%	2.99%	0.00%	7.81%
	Rural	3.77%	2.91%	2.47%	1.03%	1.37%	8.08%	21.13%
	Total	3.04%	2.65%	2.30%	1.12%	1.67%	6.56%	18.54%
Suchitepéquez	Urban	0.00%	0.00%	2.04%	0.00%	4.00%	5.77%	12.24%
	Rural	3.90%	3.75%	1.20%	1.19%	1.18%	3.49%	15.58%
	Total	2.96%	2.87%	1.40%	0.92%	1.82%	4.02%	14.78%
Retalhuleu	Urban	0.00%	4.76%	9.09%	0.00%	16.67%	7.14%	42.86%
	Rural	2.96%	5.04%	0.00%	0.68%	2.04%	4.00%	15.56%
	Total	2.56%	5.00%	1.19%	0.59%	4.09%	4.49%	19.23%
San Marcos	Urban	0.00%	2.04%	0.00%	4.00%	5.77%	3.64%	16.33%
	Rural	1.15%	3.28%	1.24%	2.59%	2.93%	4.26%	16.45%
	Total	1.08%	3.20%	1.16%	2.68%	3.11%	4.22%	16.44%
Huehuetenango	Urban	0.00%	7.14%	2.22%	0.00%	0.00%	4.35%	14.29%
	Rural	4.23%	4.80%	3.05%	3.64%	6.48%	11.66%	38.72%
	Total	4.01%	4.91%	3.01%	3.46%	6.17%	11.33%	37.47%
El Quiché	Urban	3.70%	7.14%	0.00%	3.33%	9.68%	2.94%	29.63%
	Rural	4.97%	5.25%	4.82%	6.13%	9.68%	3.16%	39.08%
	Total	4.92%	5.33%	4.60%	6.01%	9.68%	3.15%	38.64%
Baja Verapaz	Urban	0.00%	14.29%	6.25%	-5.88%	6.25%	0.00%	21.43%
	Rural	0.85%	0.42%	3.36%	2.85%	3.95%	17.11%	31.06%

13

Department	Area	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1991-1997
	Total	0.80%	1.20%	3.54%	2.28%	4.09%	16.07%	30.52%
Alta Verapaz	Urban	0.00%	6.45%	6.06%	0.00%	5.71%	5.41%	25.81%
	Rural	9.38%	9.62%	6.68%	4.11%	6.87%	15.11%	63.84%
	Total	8.76%	9.43%	6.64%	3.87%	6.81%	14.57%	61.32%
Petén	Urban	0.00%	18.75%	10.53%	23.81%	0.00%	3.85%	68.75%
	Rural	14.39%	10.74%	4.71%	4.76%	8.59%	12.09%	69.12%
	Total	13.62%	11.11%	5.00%	5.76%	8.06%	11.62%	69.10%
Izabal	Urban	0.00%	4.00%	3.85%	3.70%	3.57%	0.00%	16.00%
	Rural	5.71%	-2.40%	5.54%	4.96%	3.33%	9.14%	28.89%
	Total	5.29%	-1.96%	5.41%	4.86%	3.35%	8.48%	27.94%
Zacapa	Urban	0.00%	5.88%	0.00%	0.00%	11.11%	0.00%	17.65%
	Rural	2.37%	0.46%	1.38%	1.82%	4.02%	3.43%	14.22%
	Total	2.19%	0.86%	1.28%	1.68%	4.55%	3.16%	14.47%
Chiquimula	Urban	0.00%	0.00%	0.00%	0.00%	0.00%	11.54%	11.54%
	Rural	3.76%	2.51%	3.53%	4.72%	1.50%	7.16%	25.43%
	Total	3.49%	2.34%	3.30%	4.42%	1.41%	7.42%	24.46%
Jalapa	Urban	0.00%	5.56%	0.00%	5.26%	5.00%	0.00%	16.67%
	Rural	1.38%	0.91%	0.45%	0.90%	6.22%	5.02%	15.67%
	Total	1.28%	1.26%	0.41%	1.24%	6.12%	4.62%	15.74%
Jutiapa	Urban	0.00%	0.00%	0.00%	0.00%	7.69%	3.57%	11.54%
	Rural	0.45%	0.45%	1.11%	0.88%	2.61%	-0.64%	4.93%
	Total	0.42%	0.42%	1.05%	0.83%	2.89%	-0.40%	5.30%
Country	Urban	1.64%	3.56%	2.50%	1.73%	3.09%	3.19%	16.76%
	Rural	3.65%	3.21%	2.73%	3.15%	4.37%	6.96%	26.54%
	Total	3.41%	3.25%	2.70%	2.98%	4.22%	6.53%	25.37%

Appendix C: Ratio of Teachers to Students (RTS) and Ratio of Teachers to School-Aged Population (RTSAP)

Department	Indicator	Urban	Rural	Total
Guatemala	RTS	27.7	42.7	30.6
	RTSAP	27.2	46.7	31.0
Progreso	RTS	35.4	34.8	35.0
	RTSAP	31.6	33.8	33.2
Sacatepéquez	RTS	29.1	32.2	29.8
	RTSAP	29.3	41.4	32.1
Chimaltenango	RTS	36.1	33.8	34.8
	RTSAP	38.3	41.8	40.3
Escuintla	RTS	32.9	36.5	35.0
	RTSAP	37.4	46.2	42.5
Santa Rosa	RTS	33.9	38.9	37.6
	RTSAP	33.8	39.2	37.7
Sololá	RTS	30.0	28.9	29.3
	RTSAP	34.1	37.5	36.3
Totonicapán	RTS	55.1	43.4	45.3
	RTSAP	38.1	63.1	58.9
Quezaltenango	RTS	33.0	42.4	37.9
	RTSAP	32.6	46.2	39.6
Suchitepéquez	RTS	32.3	42.2	37.3
	RTSAP	27.9	63.1	45.7
Retalhuleu	RTS	29.0	35.8	33.3
	RTSAP	30.1	43.7	38.8
San Marcos	RTS	36.2	49.1	46.0
	RTSAP	27.7	58.4	51.0
Huehuetenango	RTS	38.0	33.6	34.5
	RTSAP	33.9	54.4	50.0
El Quiché	RTS	39.2	33.1	34.2
	RTSAP	48.4	59.6	57.6
Baja Verapaz	RTS	34.7	43.1	40.7
	RTSAP	40.0	61.8	55.6
Alta Verapaz	RTS	34.7	31.5	32.2
	RTSAP	33.1	53.9	49.0
Petén	RTS	32.1	34.7	34.2
	RTSAP	49.6	38.0	40.5
Izabal	RTS	22.9	37.9	33.1
	RTSAP	26.7	51.2	43.3
Zacapa	RTS	26.7	44.4	36.5
	RTSAP	24.2	48.9	37.9
Chiquimula	RTS	30.1	46.9	40.1
	RTSAP	30.7	61.2	48.9
Jalapa	RTS	36.2	44.2	41.5
	RTSAP	38.4	52.3	47.6
Jutiapa	RTS	32.9	42.2	39.8
	RTSAP	36.1	44.7	45.1
Country	RTS	30.7	38.6	35.0
	RTSAP	32.3	49.1	41.6

Notes on the Ratio of Teachers to School-Aged Population.

The Ratio of Teachers to Students is used by the MINEDUC to determine the capacity of the system to attend to the students. Also, this ratio has in important impact on the quality of education. The more students per teacher, the quality of education has a tendency to worsen, particularly when the ratio of students to teacher goes over 40 to 1 (40 students per teacher).

In the case of universal coverage (all or almost all of the population is enroled in school), this indicator appropriately reflects the capacity of the system to serve the school-aged population. Ideally, the ratio should get smaller, that is to say that each teacher should have fewer students. However, when a significant percentage of the school aged population is not enrolled in school, the indicator can offer a false representation of the situation in a geographic zone or of a country, and of the existing capacity to serve the school-aged population. This is the case of Guatemala. The ratio of teachers to students is 35 to 1, which is within the parameters considered satisfactory. However, when the number of teachers is compared to the total school-aged population, the indicator shows a big gap of almost 19%. Almost all of the change is due to the situation in the rural areas. While the RTS of the country is 38.9 to 1, the rural RTSAP is 49.1, a difference of 26%. If in 1996, when the public education system had about 33000 teachers, all of the school-aged children had attended school, the MINEDUC would have had to hire 15000 additional teachers to maintain that same ratio of 35 students per teacher. If this were the case, with teachers making Q 950,000 per month, an additional Q 199,500,000 million would have been needed for teachers' salaries alone.

Appendix D: Average of Teachers per School by Department and Area

Department	Urban	Rural	Total
Guatemala	10.9	5.0	8.0
Progreso	9.3	2.2	2.7
Sacatepéquez	11.9	4.3	7.8
Chimaltenango	11.7	2.8	3.8
Escuintla	11.1	4.3	5.4
Santa Rosa	8.3	2.7	3.1
Sololá	11.1	3.3	4.1
Totonicapán	8.9	3.4	3.7
Quezaltenango	9.7	3.8	4.9
Suchitepéquez	9.5	3.4	4.9
Retalhuleu	10.2	4.5	5.4
San Marcos	8.0	2.3	2.7
Huehuetenango	9.4	2.4	2.8
El Quiché	10.0	2.1	2.5
Baja Verapaz	9.1	1.8	2.3
Alta Verapaz	11.2	1.8	2.3
Petén	9.7	2.0	2.4
Izabal	10.7	1.8	2.4
Zacapa	10.1	1.7	2.4
Chiquimula	9.4	1.3	1.8
Jalapa	8.7	1.9	2.5
Jutiapa	9.1	2.4	2.8
Country	10.2	2.5	3.4

Appendix E: Net Coverage by Area, Gender, and Percentage of Indigenous Population

Percentage of Maya Population	Area	Men	Women	Total
Less than 20%	Urban	81.1%	81.7%	81.4%
	Rural	81.5%	74.9%	78.2%
From 20% to 39%	Urban	71.4%	70.7%	71.1%
	Rural	70.7%	63.4%	67.1%
From 40% to 59%	Urban	91.0%	82.7%	86.9%
	Rural	68.8%	57.4%	63.2%
From 60 to 79%	Urban	83.6%	79.0%	81.3%
	Rural	65.1%	55.3%	60.3%
More than 79%	Urban	85.6%	71.4%	78.6%
	Rural	57.4%	42.6%	50.1%

Figure 3 Net Rural Coverage by Gender and Percentage of Indigenous Population
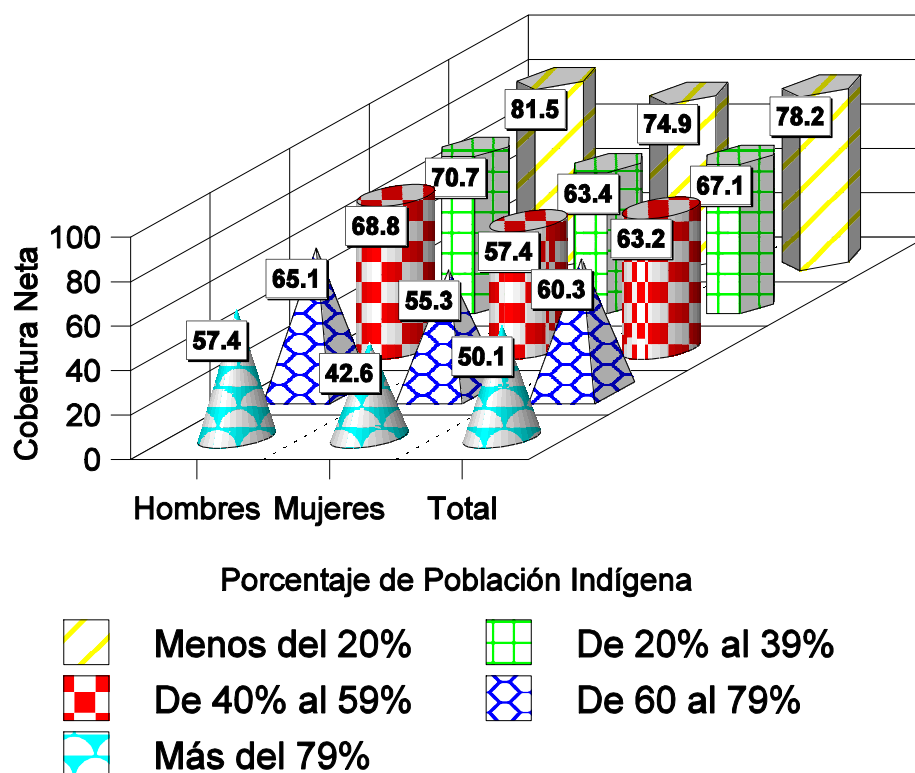
Appendix F: Completion of Third Grade in Three Years, by Gender, Department, and Area.

Department	Area	1991-1993		1992-1994		1993-1995		1994-1996		1995-1997	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Metropolitan Zone	Urban	53.31%	54.56%	49.47%	55.82%	52.90%	55.99%	53.47%	59.31%	55.03%	59.72%
	Rural			31.39%	39.75%	234.02%	233.52%	70.64%	81.61%	40.78%	52.63%
	Total	53.31%	54.56%	49.37%	55.74%	53.56%	56.65%	53.68%	59.60%	54.76%	59.61%
Guatemala*	Urban	52.36%	54.40%	51.15%	54.22%	54.66%	55.48%	54.57%	59.53%	56.30%	61.01%
	Rural	37.20%	38.25%	34.65%	37.13%	39.16%	39.66%	44.10%	46.03%	45.43%	48.34%
	Total	43.18%	44.77%	40.84%	43.75%	44.77%	45.70%	48.02%	51.20%	49.51%	53.19%
El Progreso	Urban	45.41%	48.73%	52.78%	60.05%	45.53%	57.24%	41.88%	58.03%	43.11%	58.28%
	Rural	27.69%	33.45%	28.07%	31.42%	30.89%	33.17%	29.57%	35.94%	33.43%	36.29%
	Total	30.74%	36.30%	32.19%	37.00%	33.39%	37.73%	31.90%	40.25%	35.25%	40.65%
Sacatepéquez	Urban	52.25%	45.58%	49.53%	45.58%	50.52%	44.70%	51.53%	50.01%	51.70%	50.24%
	Rural	39.15%	37.82%	42.15%	42.19%	39.61%	37.56%	31.13%	41.27%	44.50%	46.10%
	Total	48.50%	43.31%	47.38%	44.62%	47.19%	42.51%	44.98%	47.27%	49.38%	48.88%
Chimaltenango	Urban	46.87%	43.51%	49.48%	51.04%	49.53%	48.39%	49.69%	45.23%	46.40%	49.96%
	Rural	37.47%	32.51%	36.58%	32.22%	39.00%	33.71%	38.37%	35.45%	38.10%	35.03%
	Total	41.07%	36.82%	41.17%	38.93%	42.64%	38.87%	42.29%	38.82%	40.89%	40.01%
Escuintla	Urban	38.74%	37.93%	40.18%	43.41%	40.64%	44.42%	41.39%	45.79%	44.73%	45.86%
	Rural	26.99%	28.29%	26.29%	27.27%	28.26%	28.51%	29.58%	31.45%	32.28%	33.93%
	Total	30.43%	31.18%	30.17%	31.98%	31.70%	32.98%	32.93%	35.51%	35.79%	37.41%
Santa Rosa	Urban	43.55%	44.93%	41.77%	49.39%	40.99%	50.17%	45.59%	48.06%	47.15%	48.70%
	Rural	28.14%	30.81%	28.90%	30.41%	29.90%	31.76%	30.62%	33.30%	29.49%	32.38%
	Total	30.84%	33.46%	31.17%	33.64%	31.91%	35.03%	33.32%	35.91%	32.58%	35.34%
Sololá	Urban	38.36%	38.74%	46.55%	43.40%	46.53%	38.89%	41.70%	42.11%	44.14%	44.89%
	Rural	33.58%	29.18%	37.17%	30.75%	34.79%	32.04%	35.70%	32.44%	36.46%	33.02%
	Total	35.02%	31.84%	39.84%	34.60%	38.11%	34.04%	37.39%	35.27%	38.51%	36.31%
Totonicapán	Urban	43.31%	40.19%	44.21%	46.20%	39.95%	49.47%	50.93%	53.15%	50.96%	46.56%
	Rural	36.37%	30.10%	36.63%	31.23%	38.45%	30.57%	37.23%	32.49%	41.42%	36.33%
	Total	37.46%	31.69%	37.68%	33.51%	38.64%	33.16%	39.08%	34.97%	42.59%	37.70%

19

Department	Area	1991-1993		1992-1994		1993-1995		1994-1996		1995-1997	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Quetzaltenango	Urban	42.52%	46.57%	45.71%	45.59%	45.72%	53.26%	48.11%	47.77%	44.03%	48.44%
	Rural	32.34%	29.05%	29.71%	27.58%	38.33%	30.71%	33.28%	30.36%	33.50%	30.97%
	Total	35.63%	34.66%	34.39%	33.10%	39.58%	34.44%	37.67%	35.57%	36.51%	36.24%
Suchitepéquez	Urban	41.83%	42.27%	42.40%	40.20%	41.73%	40.67%	44.18%	42.21%	42.92%	42.11%
	Rural	24.92%	19.97%	25.57%	22.70%	25.88%	22.48%	29.01%	26.70%	28.48%	24.46%
	Total	31.05%	28.11%	31.54%	28.82%	31.11%	28.62%	34.15%	32.18%	33.43%	30.81%
Retalhuleu	Urban	40.72%	38.88%	41.76%	41.67%	50.14%	50.48%	48.05%	48.83%	45.21%	48.53%
	Rural	28.98%	25.94%	29.64%	25.66%	31.34%	29.89%	34.98%	32.78%	36.08%	32.56%
	Total	31.55%	29.06%	32.39%	29.31%	35.30%	34.10%	37.78%	36.31%	38.04%	36.19%
San Marcos	Urban	45.90%	49.60%	49.44%	46.52%	46.11%	48.49%	51.95%	51.05%	47.54%	52.42%
	Rural	32.11%	24.49%	29.96%	25.28%	32.07%	27.42%	32.51%	28.12%	33.00%	28.44%
	Total	33.94%	27.91%	32.51%	28.25%	33.87%	30.16%	34.95%	31.12%	34.84%	31.52%
Huehuetenango	Urban	46.71%	48.03%	49.88%	51.25%	49.31%	48.45%	47.37%	49.14%	49.89%	49.20%
	Rural	36.65%	28.03%	34.88%	29.13%	35.67%	29.40%	37.42%	30.84%	37.29%	31.40%
	Total	38.28%	31.41%	37.09%	32.51%	37.77%	32.32%	38.96%	33.65%	39.11%	34.05%
El Quiché	Urban	39.70%	39.97%	42.89%	41.42%	39.16%	42.37%	40.98%	45.96%	46.45%	46.47%
	Rural	24.19%	21.23%	23.50%	19.18%	25.19%	20.45%	26.32%	22.40%	26.75%	22.58%
	Total	26.69%	24.36%	26.37%	22.58%	27.23%	23.79%	28.49%	26.00%	29.49%	25.92%
Baja Verapaz	Urban	38.36%	35.47%	39.50%	45.33%	40.94%	37.97%	41.77%	43.91%	46.31%	48.38%
	Rural	28.61%	25.59%	26.07%	24.29%	28.01%	26.96%	28.62%	27.83%	27.32%	25.23%
	Total	30.43%	27.69%	28.64%	28.82%	30.52%	29.11%	31.14%	31.21%	30.78%	29.49%
Alta Verapaz	Urban	40.38%	41.42%	42.22%	39.23%	44.88%	43.29%	47.30%	47.65%	43.77%	44.22%
	Rural	24.06%	16.70%	22.07%	17.37%	24.49%	18.37%	21.55%	19.68%	25.00%	20.66%
	Total	27.77%	23.26%	26.51%	22.77%	28.34%	23.72%	26.39%	25.44%	28.47%	25.63%
Petén	Urban	40.56%	41.83%	38.29%	45.45%	45.24%	53.11%	53.40%	60.29%	47.39%	54.31%
	Rural	26.27%	25.65%	24.85%	25.69%	24.24%	24.23%	23.62%	25.48%	25.18%	25.92%
	Total	28.76%	28.71%	27.00%	28.99%	27.14%	28.39%	27.39%	30.16%	28.15%	29.65%
Izabal	Urban	38.07%	42.27%	41.56%	43.06%	37.62%	49.53%	41.69%	51.01%	44.65%	52.49%
	Rural	23.64%	27.90%	21.12%	24.73%	24.71%	26.11%	28.10%	28.98%	26.14%	29.29%
	Total	26.07%	30.54%	24.24%	27.74%	26.77%	29.89%	30.34%	32.39%	28.75%	32.70%

Department	Area	1991-1993		1992-1994		1993-1995		1994-1996		1995-1997	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Zacapa	Urban	44.42%	70.22%	45.22%	50.20%	41.64%	53.48%	38.03%	51.78%	43.09%	48.74%
	Rural	27.59%	34.40%	26.45%	30.35%	26.69%	31.44%	28.83%	32.19%	29.01%	31.39%
	Total	31.27%	42.74%	30.32%	34.66%	29.53%	35.59%	30.68%	36.11%	31.76%	35.11%
Chiquimula	Urban	45.98%	47.84%	46.03%	54.52%	50.89%	52.05%	52.72%	53.67%	55.05%	56.90%
	Rural	27.99%	30.56%	21.85%	25.11%	22.98%	28.83%	25.57%	29.50%	25.84%	28.04%
	Total	31.14%	33.82%	26.15%	30.47%	27.56%	32.72%	29.96%	33.79%	30.33%	33.25%
Jalapa	Urban	38.89%	46.94%	42.39%	45.15%	41.21%	44.90%	44.00%	50.78%	43.46%	56.69%
	Rural	22.68%	21.01%	23.84%	21.05%	24.66%	22.91%	25.50%	23.97%	24.31%	22.83%
	Total	26.01%	26.34%	27.47%	26.01%	27.80%	27.29%	29.07%	29.33%	27.85%	28.90%
Jutiapa	Urban	48.44%	50.25%	48.19%	52.27%	45.26%	49.25%	44.85%	52.22%	54.70%	53.60%
	Rural	32.69%	31.87%	30.66%	30.70%	30.13%	33.20%	31.58%	33.65%	30.13%	32.03%
	Total	34.88%	34.52%	33.00%	33.43%	32.04%	35.25%	33.17%	36.11%	33.25%	34.89%
Country	Urban	45.95%	47.49%	46.47%	48.65%	47.23%	49.20%	48.61%	51.70%	49.18%	52.32%
	Rural	30.37%	27.94%	28.95%	27.28%	30.44%	28.54%	31.62%	30.55%	32.22%	30.79%
	Total	34.61%	33.56%	33.48%	33.09%	34.66%	33.95%	35.92%	36.09%	36.41%	36.37%

Appendix G: Completion of Sixth Grade in Six Years

Department	Area	1991-1996		1992-1997	
Metropolitan Zone	Urban	53.8%	56.0%	53.7%	57.7%
	Total	54.6%	56.8%	54.2%	58.0%
Guatemala[1]	Urban	51.7%	54.2%	53.4%	54.0%
	Rural	36.5%	34.9%	32.9%	33.9%
	Total	42.5%	42.7%	40.6%	41.7%
El Progreso	Urban	49.7%	56.1%	52.8%	56.3%
	Rural	25.7%	25.1%	24.7%	23.7%
	Total	29.8%	30.8%	29.4%	30.1%
Sacatepéquez	Urban	45.0%	35.7%	45.3%	35.6%
	Rural	27.9%	22.6%	34.1%	31.0%
	Total	40.1%	31.8%	42.0%	34.3%
Chimaltenango	Urban	36.0%	31.1%	42.5%	41.6%
	Rural	27.1%	18.5%	26.0%	17.3%
	Total	30.5%	23.5%	31.9%	26.0%
Escuintla	Urban	38.3%	36.5%	38.8%	40.6%
	Rural	20.5%	18.8%	19.8%	18.5%
	Total	25.8%	24.1%	25.1%	25.0%
Santa Rosa	Urban	45.3%	44.0%	43.3%	46.6%
	Rural	23.6%	21.7%	23.3%	22.3%
	Total	27.4%	25.9%	26.8%	26.5%
Sololá	Urban	37.1%	32.0%	45.0%	36.6%
	Rural	22.0%	17.3%	25.7%	17.6%
	Total	26.6%	21.4%	31.2%	23.4%
Totonicapán	Urban	37.9%	32.1%	46.3%	40.3%
	Rural	19.9%	14.5%	22.0%	17.5%
	Total	22.7%	17.2%	25.4%	21.0%
Quezaltenango	Urban	40.2%	42.5%	42.4%	41.1%
	Rural	22.9%	17.5%	22.3%	16.1%
	Total	28.5%	25.5%	28.2%	23.8%
Suchitepéquez	Urban	38.7%	37.3%	42.0%	38.7%
	Rural	17.6%	12.2%	19.4%	13.0%
	Total	25.3%	21.4%	27.4%	22.0%
Retalhuleu	Urban	43.7%	37.0%	41.7%	37.2%
	Rural	23.7%	16.5%	23.7%	17.4%
	Total	28.0%	21.4%	27.8%	21.9%
San Marcos	Urban	53.6%	51.2%	52.9%	45.1%
	Rural	19.1%	12.7%	19.7%	13.7%
	Total	23.7%	17.9%	24.0%	18.1%
Huehuetenango	Urban	47.1%	46.8%	41.3%	41.3%
	Rural	19.0%	13.5%	18.9%	14.7%
	Total	23.5%	19.1%	22.2%	18.8%
El Quiché	Urban	36.8%	34.8%	36.3%	37.0%
	Rural	11.1%	9.5%	11.2%	9.1%
	Total	15.2%	13.7%	14.9%	13.4%
Baja Verapaz	Urban	45.3%	36.6%	43.6%	40.0%
	Rural	21.7%	15.3%	19.7%	14.8%
	Total	26.2%	19.9%	24.2%	20.3%
Alta Verapaz	Urban	38.8%	35.6%	42.1%	36.2%
	Rural	11.6%	6.8%	12.2%	7.9%
	Total	17.8%	14.4%	18.7%	14.9%
Petén	Urban	42.1%	43.4%	37.1%	37.1%
	Rural	17.4%	16.0%	16.3%	15.0%

Department	Area	1991-1996		1992-1997	
	Total	21.7%	21.1%	19.6%	18.7%
zabal	Urban	38.7%	46.9%	40.1%	45.1%
	Rural	18.7%	19.3%	16.1%	18.2%
	Total	22.1%	24.4%	19.8%	22.5%
Zacapa	Urban	41.2%	52.0%	32.4%	40.6%
	Rural	24.5%	23.5%	22.3%	22.2%
	Total	28.2%	30.0%	24.3%	26.2%
Chiquimula	Urban	48.3%	53.8%	43.2%	52.4%
	Rural	17.7%	19.0%	15.6%	17.1%
	Total	23.1%	25.6%	20.5%	23.5%
Jalapa	Urban	36.9%	43.1%	35.6%	40.1%
	Rural	14.5%	10.6%	15.0%	10.3%
	Total	19.1%	17.3%	19.0%	16.4%
Jutiapa	Urban	47.6%	48.4%	54.6%	56.5%
	Rural	25.5%	20.8%	23.2%	19.5%
	Total	28.6%	24.7%	27.4%	24.2%
Country	Urban	45.1%	45.2%	45.9%	45.7%
	Rural	21.0%	17.4%	20.4%	17.2%
	Total	27.5%	25.4%	27.0%	25.0%

Figure 4: Completion of Third Grade in Three Years: DIGEBI Scools and Comparacion Schools

23
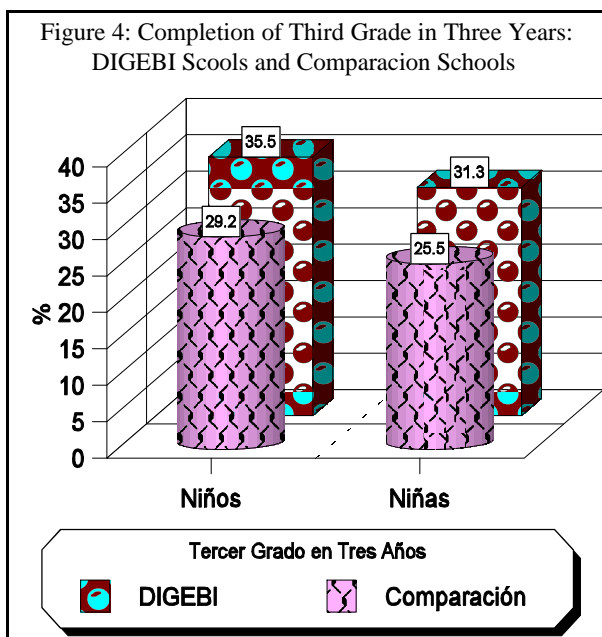
Appendix H: Percentage of Held-Back Students and Drop-Outs in 1996 That Returned to School in 1997

Department	Area	1st.		2nd.		3rd.		4th		5th.		6th.	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Metropolitan Zone	Urban	75.8%	74.1%	73.7%	66.9%	68.7%	63.0%	65.1%	63.6%	48.0%	46.7%	50.4%	46.8%
	Rural	98.0%	166.7%	74.1%	80.0%	76.5%	75.0%	32.0%	15.4%	66.7%	300.0%		100.0%
	Total	76.3%	75.1%	73.8%	67.1%	68.8%	63.3%	64.3%	62.9%	48.1%	47.4%	50.4%	47.0%
Guatemala*	Urban	76.3%	75.0%	76.9%	70.8%	68.4%	59.9%	56.8%	54.1%	48.8%	43.1%	50.6%	45.3%
	Rural	70.5%	68.1%	58.5%	49.5%	58.6%	50.5%	50.0%	46.3%	44.6%	37.0%	68.0%	43.2%
	Total	72.2%	70.2%	64.7%	56.4%	62.3%	54.0%	53.1%	50.0%	46.4%	39.8%	57.8%	44.3%
El Progreso	Urban	83.2%	82.2%	85.7%	97.2%	87.0%	70.1%	66.4%	57.8%	62.8%	39.6%	46.7%	21.4%
	Rural	64.5%	67.9%	66.3%	57.0%	58.5%	57.2%	49.0%	49.7%	46.6%	37.7%	28.6%	24.1%
	Total	67.1%	70.2%	70.9%	65.2%	65.5%	60.3%	54.5%	52.6%	50.9%	38.4%	38.5%	22.9%
Sacatepéquez	Urban	71.4%	70.9%	65.3%	58.3%	53.6%	52.8%	55.7%	48.9%	48.7%	57.6%	46.8%	29.2%
	Rural	82.0%	72.7%	69.7%	70.0%	82.7%	51.4%	65.3%	36.5%	37.5%	17.4%	133.3%	10.0%
	Total	75.0%	71.5%	66.8%	63.0%	61.6%	52.4%	57.9%	45.0%	46.8%	51.1%	68.7%	23.5%
Chimaltenango	Urban	79.4%	80.7%	69.5%	74.0%	63.2%	66.8%	59.7%	42.5%	48.9%	39.6%	37.4%	49.2%
	Rural	80.1%	76.6%	69.9%	67.2%	61.7%	55.1%	46.9%	40.6%	29.8%	24.5%	52.2%	25.6%
	Total	79.9%	77.7%	69.8%	69.2%	62.2%	59.4%	51.9%	41.4%	38.6%	31.9%	43.2%	39.8%
Escuintla	Urban	86.2%	80.9%	76.3%	72.7%	61.5%	57.8%	52.4%	52.8%	55.4%	41.5%	47.7%	19.4%
	Rural	75.8%	77.1%	59.0%	58.1%	55.4%	55.4%	48.3%	38.4%	37.7%	29.3%	54.4%	20.2%
	Total	78.2%	78.1%	64.3%	61.9%	57.4%	56.2%	50.0%	44.4%	45.5%	34.0%	51.1%	19.8%
Santa Rosa	Urban	88.2%	93.5%	63.3%	59.3%	65.0%	71.9%	55.2%	41.4%	50.9%	34.0%	27.7%	12.5%
	Rural	71.8%	74.4%	59.5%	58.3%	57.8%	55.4%	50.8%	47.7%	38.1%	35.9%	32.0%	23.7%
	Total	73.7%	76.5%	60.1%	58.5%	59.1%	58.3%	51.7%	46.0%	41.4%	35.3%	30.6%	19.8%
Sololá	Urban	72.2%	69.1%	74.9%	67.7%	65.7%	65.1%	57.6%	60.7%	55.0%	40.2%	25.9%	40.0%
	Rural	76.5%	73.1%	75.6%	74.1%	61.2%	61.3%	48.0%	45.1%	30.5%	34.4%	31.9%	39.0%
	Total	75.5%	72.2%	75.4%	72.4%	62.6%	62.3%	51.6%	50.0%	39.2%	36.4%	28.6%	39.3%
Totonicapán	Urban	82.0%	72.0%	54.1%	61.2%	63.2%	85.2%	37.5%	69.4%	54.2%	29.8%	42.1%	31.6%
	Rural	63.1%	62.9%	60.5%	57.2%	55.4%	49.8%	48.6%	41.4%	51.9%	30.0%	41.0%	14.7%
	Total	65.6%	64.1%	59.8%	57.6%	56.3%	53.3%	46.9%	46.3%	52.3%	29.9%	41.4%	20.8%
Quezaltenango	Urban	72.9%	71.7%	60.4%	53.6%	55.8%	56.4%	52.1%	46.7%	46.2%	40.0%	56.5%	72.6%
	Rural	70.5%	65.4%	61.1%	59.9%	59.6%	48.6%	47.1%	42.4%	42.0%	30.1%	35.6%	15.7%
	Total	71.1%	66.9%	60.9%	58.0%	58.2%	51.3%	49.1%	44.2%	43.8%	34.3%	46.6%	44.8%
Suchitepéquez	Urban	80.7%	73.2%	72.9%	65.0%	54.7%	61.8%	61.9%	49.3%	51.1%	50.3%	34.4%	22.7%
	Rural	82.1%	77.1%	60.5%	55.6%	50.7%	26.9%	50.5%	31.3%	27.4%	16.5%	28.9%	2.8%

Department	Area	1st.		2nd.		3rd.		4th		5th.		6th.	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Total	81.6%	75.7%	64.7%	58.6%	52.4%	39.5%	56.3%	40.5%	40.8%	39.0%	32.3%	13.8%
Retalhuleu	Urban	85.1%	73.3%	50.6%	58.9%	68.8%	61.3%	49.7%	47.6%	51.4%	29.4%	70.3%	17.1%
	Rural	66.3%	63.0%	57.2%	56.4%	51.5%	39.0%	26.8%	21.0%	34.4%	20.2%	17.5%	42.9%
	Total	69.4%	64.9%	55.5%	57.0%	56.1%	44.2%	35.9%	31.7%	41.4%	23.9%	42.9%	26.8%
San Marcos	Urban	78.1%	75.5%	61.3%	54.9%	83.7%	58.2%	42.0%	40.0%	30.3%	33.8%	36.8%	7.4%
	Rural	63.0%	61.9%	55.7%	49.5%	45.1%	39.5%	36.1%	32.4%	34.3%	21.7%	25.1%	18.9%
	Total	64.4%	63.1%	56.3%	50.1%	50.7%	42.4%	37.4%	34.1%	33.3%	25.0%	28.0%	15.5%
Huehuetenango	Urban	73.3%	69.5%	71.1%	62.7%	62.5%	55.0%	56.3%	53.8%	36.3%	28.7%	28.8%	27.9%
	Rural	71.9%	68.9%	59.9%	55.9%	52.3%	48.7%	37.8%	37.6%	27.3%	24.6%	15.0%	16.5%
	Total	72.1%	69.0%	61.4%	56.8%	54.2%	49.8%	41.8%	41.3%	30.0%	25.8%	18.8%	20.3%
El Quiché	Urban	71.9%	71.7%	61.6%	60.0%	64.6%	51.3%	52.7%	60.9%	51.1%	70.0%	41.7%	37.5%
	Rural	61.2%	58.1%	49.8%	47.1%	41.1%	47.7%	36.3%	33.3%	30.7%	24.0%	24.0%	15.3%
	Total	62.4%	59.5%	51.4%	48.6%	44.9%	48.3%	39.9%	40.3%	36.6%	40.7%	31.3%	24.2%
Baja Verapaz	Urban	68.2%	74.8%	63.3%	72.3%	66.4%	48.6%	69.4%	59.7%	43.9%	51.9%	29.2%	11.1%
	Rural	70.2%	63.2%	61.4%	61.9%	51.7%	45.6%	40.5%	31.5%	38.3%	36.0%	29.4%	8.8%
	Total	70.0%	64.7%	61.7%	63.5%	55.0%	46.4%	46.3%	40.7%	39.9%	42.5%	29.3%	9.3%
Alta Verapaz	Urban	73.1%	73.1%	63.1%	67.8%	68.3%	59.8%	44.0%	56.5%	33.9%	46.9%	40.4%	22.2%
	Rural	57.7%	55.3%	47.0%	44.6%	40.9%	41.8%	31.5%	39.5%	30.1%	38.8%	25.0%	11.4%
	Total	59.9%	57.8%	50.1%	49.0%	46.8%	47.0%	35.1%	45.3%	32.0%	42.6%	32.1%	15.7%
Petén	Urban	90.9%	92.0%	67.1%	69.0%	67.9%	60.0%	63.3%	60.7%	35.5%	48.4%	16.4%	17.9%
	Rural	69.6%	68.0%	54.0%	52.1%	58.3%	47.9%	38.5%	36.0%	38.1%	34.2%	27.8%	10.5%
	Total	71.4%	70.0%	56.0%	54.3%	59.9%	49.7%	44.2%	41.6%	37.3%	38.8%	23.7%	12.8%
Izabal	Urban	80.4%	87.4%	66.7%	69.7%	58.5%	63.9%	57.2%	51.3%	53.6%	42.1%	27.6%	31.6%
	Rural	67.9%	64.6%	61.6%	57.9%	61.4%	48.2%	45.8%	46.8%	40.8%	42.4%	17.5%	22.5%
	Total	69.4%	67.1%	62.5%	59.7%	60.8%	51.1%	48.5%	47.9%	44.5%	42.3%	20.7%	25.2%
Zacapa	Urban	70.5%	88.4%	69.7%	59.6%	69.9%	61.7%	70.1%	48.5%	42.3%	34.0%	139.1%	138.5%
	Rural	70.5%	69.9%	62.2%	59.6%	63.5%	54.9%	42.6%	54.1%	45.9%	39.2%	39.0%	29.2%
	Total	70.5%	72.9%	63.8%	59.6%	65.1%	56.6%	52.0%	52.3%	44.4%	37.9%	75.0%	67.6%
Chiquimula	Urban	84.3%	84.2%	63.7%	58.5%	61.9%	56.8%	51.4%	51.3%	46.2%	49.4%	61.1%	20.8%
	Rural	64.8%	65.5%	52.4%	53.3%	46.3%	42.5%	41.9%	37.0%	37.1%	54.7%	25.5%	13.8%
	Total	66.8%	67.8%	54.3%	54.1%	50.3%	46.2%	45.1%	42.0%	41.6%	52.5%	39.6%	15.9%
Jalapa	Urban	73.1%	74.2%	72.0%	57.6%	57.3%	64.5%	56.9%	63.0%	41.6%	52.1%	18.5%	40.0%
	Rural	68.7%	64.8%	59.8%	57.3%	57.5%	48.9%	43.2%	31.5%	41.8%	29.3%	25.5%	37.0%
	Total	69.4%	66.2%	62.2%	57.3%	57.5%	52.8%	47.0%	40.4%	41.7%	40.4%	21.8%	37.5%

Department	Area	1st.		2nd.		3rd.		4th		5th.		6th.	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Jutiapa	Urban	94.9%	89.7%	68.9%	68.7%	62.5%	75.0%	55.6%	47.8%	38.2%	82.2%	50.0%	50.0%
	Rural	72.2%	71.2%	60.7%	57.6%	58.9%	50.3%	40.4%	35.0%	38.8%	35.6%	42.9%	25.5%
	Total	74.3%	73.1%	61.7%	59.2%	59.5%	54.8%	43.3%	37.9%	38.6%	47.2%	44.5%	34.0%
Counrty	Urban	77.6%	75.9%	68.8%	65.2%	64.8%	60.9%	56.5%	53.6%	46.0%	44.8%	44.3%	39.3%
	Rural	68.4%	66.4%	58.3%	55.0%	53.7%	48.0%	42.6%	39.1%	37.2%	32.1%	34.7%	22.0%
	Total	70.3%	68.3%	60.8%	57.3%	56.9%	51.8%	47.6%	44.7%	40.8%	37.7%	39.3%	30.1%